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on the purposes of historical instruction in the seventh and eighth grades. A number of educators contributed to the first section. In it one finds reports of studies on arithmetic, geography, reading, composition, civics, and history. In most cases these discussions read like hurriedly written term reports which too often characterize one phase of graduate work in education. As a rule the studies are brief and devoted to a particular phase of the subject under investigation. In some cases the work is scientific, in others it is not. As a whole the reader is not impressed with the methods employed or the conclusion reached. No constructive program is proposed in this section of the volume.

Section II of the report furnishes some evidence of the wide divergence of opinion at the present time on the purposes of historical instruction in the seventh and eighth grades. Professor Bagley, who had general charge of the symposium herein reported, asked a number of people to write a brief statement of the aims of historical instruction in the seventh and eighth grades. Seven individuals complied with his request as follows: two professors of history, one of sociology, one of social and political science, one of government, one of education, and one who wished his name withheld. As is too often the case in discussions of this type, the writers wander far from the subject under consideration. One talks about the requisites of a good text in history, another about the qualification of teachers, and another about the value of this or that social science other than history. One is far from knowing the value of historical instruction in the seventh and eighth grades when one has read the symposium throughout.

Part II of the *Yearbook* is devoted to the subject, *The Measurement of Educational Products*. Representatives of the National Association of Directors of Educational Research were the chief contributors to the volume. Among other things it contains "History and Present Status of Educational Measurements" by Leonard P. Ayers; "The Nature, Purposes, and General Methods of Measurements of Educational Products" by Edward L. Thorndike; "Training Courses in Educational Measurement" by S. A. Courtis; and "A Look Forward" by Charles H. Judd. The volume closes with "A Selected Bibliography of Certain Phases of Educational Measurement" by Edna Bryner, of the Russell Sage Foundation, New York City. This bibliography contains 606 items. It will, no doubt, come to be the most valuable feature of the volume as a whole.

HART, A. B. *New American History*. Chicago: American Book Co., 1917. Pp. viii+650.

In his *New American History* Professor Hart has centered his discussion around the following large topics: "Beginnings," two chapters; "Colonization," five chapters; "Revolution and the Constitution," three chapters; the "Federal Union," five chapters; "National Spirit," three chapters; "Sectionalism," five chapters; "Civil War," four chapters; "Reorganization," four

chapters; and the "World Power," six chapters. That such a general organization is the best possible one for teaching purposes is questionable. "Beginnings" is too indefinite, "Civil War" is not co-ordinate with "Sectionalism," and "Reorganization" might better be applied to the first twenty-five years of the nineteenth century than to the last twenty-five.

In his few words to the teacher in the opening pages the author enumerates thirteen features of his book which he feels to be the most important for the pupil and the most helpful to the teacher in using the text as a foundation for studying or teaching it. This enumeration will certainly be a useful guide to the users of the book. In concluding his words to the teacher the author sums up what he has tried to do as follows: "I have, at least, tried to write about the things that count; to describe events which have aided to make us Americans; to set before my young countrymen the ideal of true national greatness."

The book is strong in pedagogical aids and devices. The chapters are divided into sections numbered consecutively throughout the book. There are many good maps, both colored and sketch. The illustrations are well selected. At the end of each chapter there is a long list of references bearing on the text and topics, illustrative material, topics answerable from the list of references given, and topics for further search.

Some new tendencies in the teaching of American history in the high school are found in the book. Due attention is given to the period since the Civil War, and industrial and social life receive considerable consideration. On the whole, however, the book is much like at least fourteen other ones in the same field. A really new American history for high-school Seniors yet remains to be written.

EVERETT, WALTER GOODNOW. *Moral Values. A Study of the Principles of Conduct.* New York: Henry Holt & Co., 1918. \$2.75 net.

A casual glance through the Table of Contents of Professor Everett's *Moral Values* reveals the fact that it contains an account of practically all the prominent historical ethical doctrines and takes up practically all the important ethical problems. A trained observer would gather further that the author's conception of morality is that it is the rational organization of the conflicting desires and interests which make up life into an orderly scheme of "values," and that the logical center of the book about which all the rest is grouped is the discussion of the different sorts of values which compose that scheme. He might therefore conclude, on the analogy of by far the greater part of our philosophical literature, that the book is both difficult and dull.

The actual reading of one chapter, however, would suffice to reverse this decision. Professor Everett has a remarkable faculty for bringing out the human significance of even the most abstruse ethical theory. Moreover, his own notion of the moral problem leads him into a discussion of human living